

INSTRUCTIONAL CAPACITY



Laurens County School District 56

Clinton, SC 29325 - (864) 833-0800

(864) 833-0804 Fax

Individual Technology Dimensions

Instructional Capacity:

Snapshot of Current Technology Use in District

- 1: All Administrators, Teachers, and Students will have access to an updated computer lab
- 2: All Teachers and Students have technology access in the classroom and media center
- 3: Laptops, overhead projectors, Interactive Whiteboards, and other technology are available in the classroom or media center
- 4: Intranet sites are available to all teachers to post questions and problems for their peers to respond to

INSTRUCTIONAL CAPACITY

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The school district and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES

STRATEGIES

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| <p>3.1 The District will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.</p> | <p>A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning</p> <p>B. Facilitate the use of technologies to support and enhance instructional methods (including hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills</p> |
| <p>3.2 The school district and the schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.</p> | <p>Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals</p> |
| <p>3.3 The school district and the schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.</p> | <p>Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning</p> |
| <p>3.4 The school district will provide and support a variety of multimedia equipment and software for teaching and learning.</p> | <p>A. Communicate via the district technology plan a vision for multimedia infrastructure designed to support instruction</p> <p>B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</p> |

INSTRUCTIONAL CAPACITY

II. ACTION LIST

- School district should conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.
- The school district should conduct technology planning meetings to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- The SDE and the school district should pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
- The SDE and the school district should pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and home access when appropriate.
- Student portfolios should display products resulting from the integration of technology into the core curriculum areas and documentation of student presentations that illustrate the ability to synthesize and analyze information.

INSTRUCTIONAL CAPACITY

III. IMPLEMENTATION ACTION STEPS**DISTRICT**

- Conduct technology curriculum planning meetings
- Include an instructional technology plan and an assistive technology plan in the technology plan to be submitted to the Office of Technology for approval
- Create methods of gauging technology readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders

- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

SCHOOLS

- Conduct technology curriculum planning meetings
- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Ensure that teachers and administrators begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of technology integration, including assistive technology, on student achievement
- Interview students to assess information literacy and the integration of technology into the classroom
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology

INSTRUCTIONAL CAPACITY

IV. FUNDING CONSIDERATIONS

DISTRICT

- Committee development of district and school technology plans
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Portfolio creation
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Distance learning
- Eighth-grade proficiency measurement
- School technology leader implementation
- Professional development

SCHOOLS

- Committee development of district and school technology plans
- School technology leader implementation
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Professional development

INSTRUCTIONAL CAPACITY

V. EVALUATION

| Objectives | Possible Baseline Data | Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report | Outcomes (Include "action list" items achieved.) | | | | |
|---|--|--|---|-----------|-----------|-----------|-----------|
| | | | JAN. 2008 | JAN. 2009 | JAN. 2010 | JAN. 2011 | JAN. 2012 |
| 3.1 The SDE will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs. | <ul style="list-style-type: none"> • Statewide achievement test scores • Technology readiness and access surveys • District report cards | <ul style="list-style-type: none"> • Statewide achievement test scores • District report cards • Technology readiness and access surveys | | | | | |
| 3.2 The SDE, the school district, and the schools will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning. | <ul style="list-style-type: none"> • Teacher technology proficiency proviso forms • Teacher and administrator portfolios | <ul style="list-style-type: none"> • Teacher technology proficiency proviso forms • Teacher and administrator portfolios • Observations and interviews | | | | | |
| 3.3 The SDE, the school district, and the schools will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule. | <ul style="list-style-type: none"> • School technology and improvement plans • Technology assessments • Documentation of offerings provided via innovative delivery methods | <ul style="list-style-type: none"> • Anecdotal records • Documented access to on-line resources • Technology assessments • Documentation of offerings provided via innovative delivery methods | | | | | |
| 3.4 The school district will provide and support a variety of multimedia equipment and software for teaching and learning. | | | | | | | |

COMMUNITY CONNECTIONS



Laurens County School District 56

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Individual Technology Dimensions

Community Connections:

Snapshot of Current Technology Use in District

Computer labs, media centers, and classrooms are the primary technology resources available to the community beyond the school day. Laurens County school district 56 and the schools have employed various strategies to provide student, parents, and community members with after-hours access to technology.

COMMUNITY CONNECTIONS

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The school district and the schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

| OBJECTIVES | STRATEGIES |
|---|---|
| <p>4.1 The school district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p> | <p>A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement</p> <p>B. Form district-community partnerships to help research and evaluate school and district technology projects</p> <p>C. Provide recognition/reward programs and/or incentives for partnerships showing impact</p> <p>D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning</p> <p>E. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education</p> |
| <p>4.2 The school district will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.</p> | <p>A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications</p> <p>B. The SDE will Compile a database of institutions willing to partner with high-need school districts by creating a message board on the South Carolina: Teaching, Learning, Connecting (SCTLC) Web portal (http://www.sctlc.com) where potential partners can communicate with one another and generate ideas</p> <p>C. Partner with other school districts as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs</p> |

COMMUNITY CONNECTIONS

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|---|--|
| 4.3 The school district will provide after-hours training and community access to labs, media centers, and classrooms. | A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members B. Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members |
| 4.4 The school district will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community. | Host an electronic list through the SCTL Web portal for school districts and community entities interested in collaborative initiatives |

COMMUNITY CONNECTIONS

II. ACTION LIST

- District and schools will initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- District and schools should publish school lab schedules showing after-hours technology access and training.
- The district should maintain logs of professional development, community offerings, and internship opportunities in technology.
- The district should maintain logs of partnerships and their role in helping research and evaluate technology projects.
- The school district should publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- The school district should post successful technology grant applications on the Internet for others to use as models
- The school district should develop lists of possible partner organizations, institutions, and initiatives that may include the following:
 - South Carolina Commission on Higher Education
 - Distance education learning centers (DELCS)
 - Instructional Television (ITV)
 - School Technology Initiative
 - Math and Science Hubs
 - South Carolina: Teaching, Learning, Connecting (SCTLC) Web portal
 - South Carolina Assistive Technology Advisory Committee
 - South Carolina Assistive Technology Project
 - South Carolina Commission for the Blind
 - South Carolina Department of Disabilities and Special Needs
 - South Carolina Department of Education
 - South Carolina Educational Television
 - South Carolina State Library
 - South Carolina Vocational Rehabilitation Department
- The district should lead the formation of consortia among local education agencies, business and industry, public entities, private organizations, museums, libraries, colleges, and private schools for the full utilization of technology and assistive technology expertise.
- District surveys should provide increased access and use of school facilities for after-hours technology training.
- Each school district should utilize its Web site to publish a list of volunteers for possible technology partnerships to benefit that district's schools.

COMMUNITY CONNECTIONS

COMMUNITY CONNECTIONS

III. IMPLEMENTATION ACTION STEPS**DISTRICT**

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Encourage flexible lab, media center, and classroom hours among schools, including opportunities for community members to see and try assistive technology
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology
- Utilize the Web site to publish a list of volunteers for possible technology partnerships
- Measure access and use of school technology facilities

SCHOOLS

- Submit a technology plan, including a community partnership plan, to the local district office
- Distribute parent and community information through report cards
- Develop, implement, and publicize flexible lab, media center, and classroom hours, including opportunities for community members to see and try assistive technology.
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology

COMMUNITY CONNECTIONS

IV. FUNDING CONSIDERATIONS**SDE**

- Regional Technology Center professional development for teachers
- Collaboration and partnership meetings with schools, schools district, institutions of higher education, and business and community entities
- State surveys and data analysis
- SCTLTC Web portal maintenance
- Grant-writing experts and workshops
- Collection of district and school data

DISTRICT

- Evaluation experts to help show impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community and apprentice internships
- Facility operation beyond the regular school day
- District survey administration, collection and analysis, and reporting
- Grant-writing experts and workshops

SCHOOLS

- Evaluation experts to help show the impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community internships
- Facility operation beyond the regular school day
- School survey administration, collection and analysis, and reporting

COMMUNITY CONNECTIONS

| V. EVALUATION | | | | | | | |
|---|--|--|---|-----------|-----------|-----------|-----------|
| Objectives | Possible Baseline Data | Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report | Outcomes (Include “action list” items achieved.) | | | | |
| | | | JAN. 2008 | JAN. 2009 | JAN. 2010 | JAN. 2011 | JAN. 2012 |
| 4.1 The school district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.) | <ul style="list-style-type: none">Statewide achievement test scoresCommunity technology access surveysLab, media center, and classroom schedules | <ul style="list-style-type: none">Statewide achievement test scoresCommunity technology access surveysLab, media center, and classroom schedules | | | | | |
| 4.2 The school district will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives. | <ul style="list-style-type: none">SDE Technology Counts surveySchool technology plans | <ul style="list-style-type: none">SDE Technology Counts surveySchool technology plansObservations and interviews | | | | | |
| 4.3 The school district will provide after-hours training and community access to labs, media centers, and classrooms. | <ul style="list-style-type: none">Documentation of offerings provided via innovative delivery methods | <ul style="list-style-type: none">District and school Web site informationDocumentation of offerings provided via innovative delivery methods | | | | | |
| 4.4 The school district will ensure that all their buildings are linked by LAN, WAN, and/or the Internet to the State Library’s DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community. | | <ul style="list-style-type: none">District and school list of grants and community partnerships | | | | | |

SUPPORT CAPACITY



Laurens County School District 56

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Individual Technology Dimensions

Support Capacity:

Snapshot of Current Technology Use in District

- 1: Technology Director
- 2: System Analyst
- 3: System Administrator
- 4: Technician's
- 5: SASI Technology Specialist

SUPPORT CAPACITY

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The school district and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES

STRATEGIES

5.1 The school district will ensure that all students, including those with special needs, and teachers have access to electronic information resources.

- A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources
- B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources
- C. Create a district strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources
- D. Develop the district strategic plan with input from all segments of the school community—students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses—and include in the plan a mechanism for review and revision as needed
- E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds